McGRAW-HILL READING

WAKE THE SUN

ACTIVITY WORKBOOK

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McGRAW-HILL READING

WAKE THE SUN

Activity Workbook

Level I — Grade 2/2

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"A New Way to Speak," pages 20–29

Consonant Sounds

The letters **ss** and **ti** can stand for the **sh** sound you hear in the words *mission* and *nation*.

Write the word with the **sh** sound on the line to finish each sentence.

1. We got to the train _____ on time.

   engine station

2. We didn't want to miss any of the _____ _____ at the circus.

   time action

3. I gave all my _____ to the funny bears.

   looks attention

4. I laughed so hard, I had to hold a _____ _____ to my eyes.

   tissue thing

To Do At Home Write sentences using two of the words above. Show them to someone at home.

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"A New Way to Speak," pages 20–29

Silent Consonants

The letter **h** is silent in the word *ghost*.
The letter **l** is silent in the word *could*.
dge sounds like **j** in the word *judge*
tch sounds like **ch** in the word *catch*
gn sounds like **n** in the word *sign*

Find the word in the sentence that has a silent **h** or **l**, the **dge** or **tch** sound, or a silent **g**. Write the word on the line.

1. Our old house is so full of noises that on some nights I think we have a ghost.

   _____

   _____

2. Let's go for a long walk in the sun.

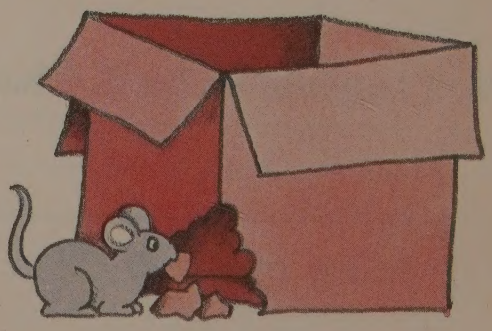
   _____

   _____

3. The river races under the bridge after a hard rain.

   _____

   _____



4. I like to pitch when I play baseball.

   _____

   _____

5. The mouse gnawed a hole through the box in the cellar.

   _____

   _____

To Do At Home Think of two words that end in **dge** and **tch**. Write them on a piece of paper. Show them to someone at home.

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"A New Way to Speak," pages 20–29

Suffixes

When a **suffix** is added to a word, it changes the meaning of the word.

Look at these suffixes and what they mean.

-er = one who does a certain action
-ly = in a certain way

Look at the words in dark print. Add **-er** or **-ly** to make a new word. Write the word.

1. Harry likes to **bake**. He wants to be a _____ .

2. We go to visit the **farm**. The _____ tells us about pigs.

3. That turtle is very **slow**. It moves _____ .

4. Bill is **quiet** today. He sits _____ at his desk.

5. Beth likes to **build** treehouses.

   She is a _____ .

To Do At Home Write on a piece of paper what the words *farmer* and *slowly* mean. Show them to someone at home.

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"A New Way to Speak," pages 20–29

Comprehension Builder: Cause and Effect

Read the story below. Use the side notes to help you understand more about what happens in a story and why it happens. Then answer the questions.

Gail and Juan are new friends. Juan just moved next door to Gail. One day Juan said to Gail, "Let's plant a garden. We can put it in my yard and take care of it together. I would like a garden because I want to grow things that we can eat."

Think about why Juan and Gail want to plant a garden

"What a good idea," said Gail. "I would like a garden so I can grow some flowers. Then we can have pretty flowers to look at all through the warm weather."

On the first warm day when winter was over, Juan and Gail got to work. Juan got some seeds for the different kinds of foods he wanted to plant. Gail bought seeds for different kinds of flowers because she wanted to grow flowers with many different colors. Juan marked the place in the garden where he would plant his seeds, and Gail did the same thing. They began to turn the soil so it would be ready for the seeds.

Notice why Juan and Gail pull weeds from the garden

Juan and Gail took very good care of their garden. The seeds needed room to grow, so Juan and Gail pulled all the weeds out of the garden. If the soil got too dry, they watered the plants from big cans of water. There

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"A New Way to Speak," pages 20–29

Comprehension Builder: Cause and Effect (Cont'd)

were many days of bright sun and that was good for the seeds.

Because Juan and Gail took good care of their garden, the seeds soon began to grow very fast. Before long, Juan and Gail were eating foods that they had grown in their own garden. They also had many different kinds of flowers to look at.

Think about why the seeds grow very fast.

1. Why does Juan want to plant a garden?

2. Why do Juan and Gail pull weeds in their garden?

3. What happens because Gail and Juan take good care of their garden?

To Do At Home Write a few sentences about things you would like to grow in a garden. Show your sentences to someone at home.

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"A New Way to Speak," pages 20–29

Words from the Story

Choose a word in dark print that will finish each sentence. Then write in the word.

There are seven **kids** in my **family**. We are **proud** that we can speak not just one **language**, but two. We can **match** each **color** with its English and Spanish names. Sometimes we don't know a word's name. Then we **quietly** ask our **teacher** for help. Our mother and father told us not to be **embarrassed** about asking for help. They say that **none** of us will learn anything if we don't ask questions.

1. I am not _____ to ask for help.

2. Help me _____ each picture with its name in Spanish.

3. Am I speaking too _____ ?

4. I am _____ that I know something new.

5. Our class has a new _____ named Mr. Johnson.

To Do At Home Tell someone at home what the words **family**, **teacher**, **proud**, and **embarrassed** mean. Then use each word in a sentence.

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"A New Way to Speak," pages 20–29

Understanding the Story

Complete the story frame below for "A New Way to Speak." Look at the words in the word box if you need help spelling a word. Then finish the sentence.

speak	Pablo	Spanish	proud	English

_____ studies hard to understand English. But he is afraid to _____ in English. His teacher asks Pablo to name a color on a card. Pablo answers in _____ . But then he names all the colors in _____ _____ . Pablo is _____ when the class asks him to teach them Spanish.

COMPREHENSION BUILDER

Pablo is afraid the children in school will laugh at him because _____

To Do At Home Write some sentences using at least two of the Spanish words you learned in "A New Way to Speak." Show your sentences to someone at home and explain what the words mean in English.

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"A New Way to Speak," pages 20–29

Suffixes

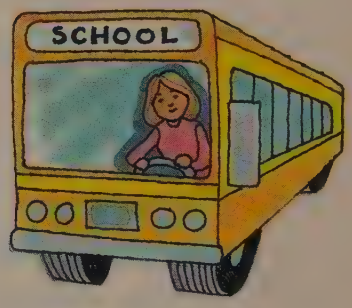
When a **suffix** is added to a word, it changes the meaning of the word. Look at the words in the box.

drive + **er** = driver
proud + **ly** = proudly

A driver is a person who drives a car, bus, or truck.

Proudly means "in a proud way."

Look at the words in dark print. Use **-ly** or **-er** to make a new word. Write the word.



1. Mrs. Murphy is going to **drive** the bus.

   She is the _____ .

2. Sal is my **friend**. When I see her, she is always _____ .

3. Kim goes to **dance** class.

   She wants to be a _____ .

4. Toby is **proud** that he won a prize.

   He showed it _____ to his sister.

To Do At Home Draw a picture of Mrs. Murphy driving the school bus. Write *driver* on the picture. Show it to someone at home.

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"A New Way to Speak," pages 20–29

Silent Consonants

The letter **h** is silent in the word *ghost*.
The letter **l** is silent in the word *could*.
dge sounds like **j** in the word *judge*
tch sounds like **ch** in the word *catch*
gn sounds like **n** in the word *sign*

Write the word on the line that has a silent **h** or **l**, the **dge** or **tch** sound, or a silent **g**.

1. I like to _____ to my friend Bob.
   speak talk

2. He has lots of _____ on his jacket.
   badges holes

3. One of them is from a club he is in called The _____ Finders' Club.
   Ghost Goats

4. Everyone in the club _____ for strange things at night.
   looks watches

5. He heard something _____ at his door one night but it was only a mouse.
   bang gnaw

To Do At Home Draw a picture of your own special badge. Show it to someone at home.

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"Amy for Short," pages 30–41

Words from the Story

Pick the correct word to complete each sentence below.

1. I will _____ how tall you are.
   signed measure through

2. You grew one _____ over the summer.
   inch sure continue

3. I sent ten _____ to my party.
   short party invitations

4. All of my friends _____ the card.
   tissue short signed

5. Are you _____ you can come?
   continue sure inch

6. We can _____ the game later.
   sure short continue

To Do At Home Pretend you are only an inch tall. Write a story that tells what the world looks like to someone so small. Then read your story to someone at home.

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"Amy for Short," pages 30–41

Understanding the Story

Read each question about the story "Amy for Short." Then write the answer on the lines.

1. How do Amy and Mark stay friends when Amy goes to camp?

2. What two things are different when Amy returns from camp?

3. Why do you think Mark tells Amy he has to play baseball and cannot come to her party?

COMPREHENSION BUILDER

Complete the sentence below from the story "Amy for Short" that shows both a cause and its effect.

Amy wants to call off her birthday party because

To Do At Home Write a secret code and a coded message like the one used in the story "Amy for Short." Show someone at home how to break the code and have him or her read the message.

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"Amy for Short," pages 30–41

Consonant Sounds

The letters **ss** can sometimes make the **sh** sound you hear in the word *issue*. The letters **ti** can make the **sh** sound you hear in the word *fraction*.

Write the word with the **sh** sound to finish each sentence.

1. Mom and I went to the _____ to pick up Dad. station street

2. I got an _____ to Rose's birthday party. idea invitation

3. Sam went to look at the _____ books in the library. missing fiction

4. Pip had a cold and needed a _____ to blow her nose. tissue cloth

5. Bob likes games with lots of _____. passing action

To Do At Home Use the words *station*, *fiction*, and *tissue* in sentences. Show your sentences to someone at home.

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"How Bear Lost His Tail," pages 44–49

Vowel Sounds

The broad **o** sound stands for the vowel sound you hear in **caught**, **soft**, or **law**.

Write the word that has the sound you hear in **saw** to complete each sentence.

1. The bear caught the fish. (caught) found

2. He used his paw. (paw) mouth

3. Then he used his claws to climb a tree. feet (claws)

4. The bear walked across the ice on the pond. (across) over

5. Then he thought about how to make up a song. (song) show

To Do At Home Draw a picture of a bear with a short tail. Tell someone at home how the bear got a short tail.

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Name

"How Bear Lost His Tail," pages 44–49

Glossary

A **glossary** is found at the back of a book. It gives the meanings of words in a book. **Guide words** can help you find words. Each word that is listed is called an **entry** word.

grizzly **ice**

grizzly a large bear that is often brown

h

hawk a large bird with big claws

horse a big animal used for riding and for pulling things

i

ice water that has been frozen

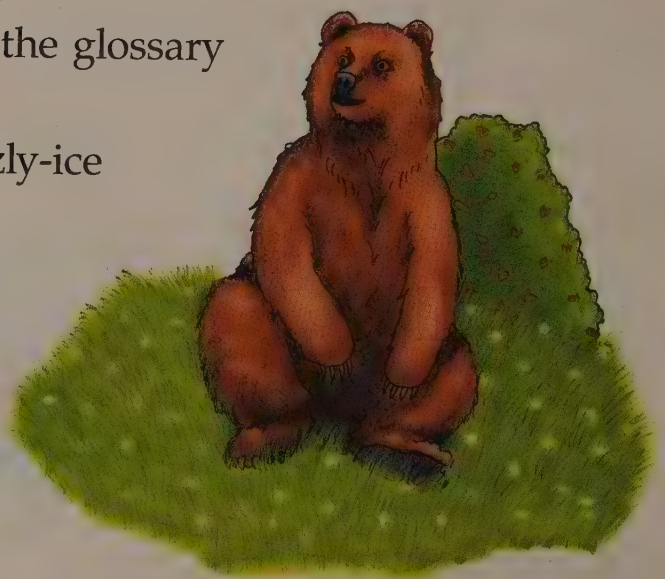
Use the glossary to help you. Circle the letter of each answer.

1. A glossary is found at the ____ .
   a. front of the book b. back of the book

2. What are the guide words on the glossary page?
   a. grizzly-hawk b. grizzly-ice

3. What is the first entry word?
   a. horse b. grizzly

4. What is the last entry word?
   a. ice b. hawk



To Do At Home Draw a picture of a grizzly. Write what a grizzly is under the picture. Show it to someone at home.

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"How Bear Lost His Tail," pages 44–49

Strategy Builder: Folk Tales

Read the story below. Use the side notes to help you understand more about folk tales. Then answer the questions.

Why the Moon Is in the Sky

Think about the title of the folk tale.

Many years ago, the moon was a big round spot of white land on the earth. It happened to be in Moon Forest, where many animals lived. The animals loved the moon. They told stories as they sat on the moon and enjoyed its pretty white light. The land all around the moon became more and more filled with all kinds of animals and their homes.

Notice who is in the folk tale.

One day, the animals of Moon Forest heard about a terrible fire. Their neighbors from Berry Woods had to leave their homes. They came to Moon Forest. Soon Moon Forest could not hold any more animals.

Notice what the animals do.

The animals of Moon Forest didn't know what to do. They asked each other over and over again what they could do to help their neighbors. Then someone thought to ask Timothy Owl. He always knew what to do.

"Well," said Timothy, "if we can move the moon to a different place, the animals from Berry Woods can use that spot to make new homes." The animals from Moon Forest were sad to give up the moon. But they wanted to help their neighbors. So Timothy

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"How Bear Lost His Tail," pages 44–49

Strategy Builder: Folk Tales

called all of the birds together. Each bird took a small piece of the moon in its mouth and pulled it. Soon they were flying high in the sky with the moon. They were gone for many days. A tired but happy Timothy was the first bird to get back.

Think about why people made up this folk tale.

Soon after dark, many birds came back. They were just in time to see the moon brighten the sky with its pretty white light.

1. What is this folk tale about?

the moon and the animals

2. What problem do the animals from Berry Woods have?

too many animals

3. Why do you think this folk tale was written?

To Do At Home Tell the story of "Why the Moon Is in the Sky" to someone at home. Then tell whether or not you think Timothy Owl's idea is a good one.

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"How Bear Lost His Tail," pages 44–49

Words from the Story

Choose words from the box to finish the story below. Write a word in each sentence.

grizzly	wondered	stick
frozen	caught	snapped
trouble	yourself	peaceful

"What can we do at the lake?" Amy _____ .

Mother said, "It is nice and _____ there. We can go fishing."

Amy said, "But the lake is _____ ."

Mother said, "The ice will be no _____ . We can cut a little hole in it. Then we can fish through the hole. Just find _____ a big _____ to fish with. We'll bring along some string."

"Have you ever _____ anything, fishing like that?" asked Amy.

To Do At Home Pretend you are sitting on a frozen lake. Write some sentences telling what you see. Then read your sentences to someone at home.

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"How Bear Lost His Tail," pages 44–49

Understanding the Story

Complete the story frame below for "How Bear Lost His Tail." Look at the words in the word box if you need help spelling a word.

short	bear	fox	tail	fish
	frozen	ice		

This story is about a _____ and a _____ .

The _____ tricks the _____ . The bear thinks he can _____ with his _____ .

Now the _____ has a _____ tail.

It was _____ in the _____ .

Think about the story "How Bear Lost His Tail." Why do you think the story ends with the line, "Or so everyone says"?

_____

_____

_____

_____

_____

_____

To Do At Home Try to imagine what a bear with a long tail would look like. Draw a picture of a bear with a long tail. Show your picture to someone at home.

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"How Bear Lost His Tail," pages 44–49

Vowel Sounds

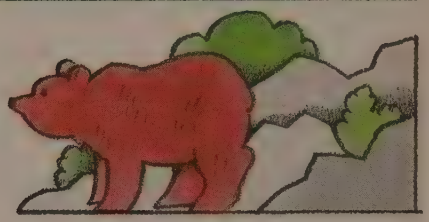
The **broad o** stands for the vowel sound you hear in *taught, long,* and *draw.*

Find the word in the sentence that has the **broad o** sound. Then write the word on the line.

1. The owl has soft feathers.

2. Draw a picture of a cow.

3. Show me the bear claw.



4. The sheep are running along the path.

5. Look at the cat crawl up the tree.

6. The elephant is very strong.

To Do At Home Write a few sentences about a bear. Use the words **claw** and **soft**. Show your sentences to someone at home.

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"Why Mosquitoes Buzz in People's Ears," pages 50–63

Words from the Story

Pick the correct word to complete each sentence below.

1. You _____ watch where you step.

   alarmed limb should

2. The woods are full of _____ snakes.

   crawling should laws

3. You may even see one on the _____ of a tree.

   startled punished limb

4. I was very _____ by a snake last year.

   killing frightened nature

5. Sometimes it is hard for us to understand _____ .

   limb nature punished

To Do At Home Draw a picture of your favorite wild animal. Show your picture to someone at home.

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"Why Mosquitoes Buzz in People's Ears," pages 50–63

Understanding the Story

A. Complete the story frame below. Show whom each animal scared in "Why Mosquitoes Buzz in People's Ears." Look at the words in the word box if you need help spelling a word.

python	angry	iguana	crow	monkey

In this story a mosquito annoys an _____ .

He frightens a _____ , who scares a rabbit.

A _____ is then startled, and he alarms a

_____ . To this day, the mosquito buzzes in

people's ears to ask if everyone is still _____ with her.

B. Finish the following sentence: People long ago made up folk tales to explain how something

_____

_____

_____

To Do At Home Make up a story that tells why cats purr. Read your story to someone at home.

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"Why Mosquitoes Buzz in People's Ears," pages 50–63

Glossary

shiver **tree**

shiver, to shake from the cold
snapped, broke off
stick, to put in a place

t
tow, to draw or pull
trap, to catch something
tree, a tall, woody plant

Use the glossary to help you answer each question. Underline your answer.

1. How many entry words are there?
   a. 7 b. 6

2. What word comes before stick?
   a. snapped b. tree

3. To shake from the cold is ____ .
   a. to shiver b. to trap

4. Trap means ____ .
   a. to break off b. to catch something

5. What does tow mean?
   a. to draw or pull b. to catch something

6. Which word could not be on this page?
   a. train b. rain

To Do At Home Draw a picture of what *tow* means. Write what it means at the bottom of the picture. Show it to someone at home.

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"My Friend Jacob," pages 64–73

Creative Writing Page

Think about the Readers' Choice story, "My Friend Jacob." Use what you know about the story to write some sentences about the ideas on the page.

1. If I had a friend like Jacob, I would

2. My very best friend and I do lots of things together. We love to

To Do At Home Think of a title for each story. Read your title and story to someone at home.

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"My Dog and the Green Sock Mystery," pages 88–95

Digraphs

Gh and **ph** sound like the **f** sound you hear at the end of **laugh** and the beginning of **Philip.**
Usually **ch** sounds like the **ch** you hear in **chop**.
Sch sounds like the **sk** sound you hear at the beginning of **school**.

On the lines, write the word that has the letters **sch**, **gh**, **ph**, or **ch** and best fits in the sentence.

1. Brad has a very bad _____ .

   cough enough cold

2. We will play after _____ .

   school skip lunch

3. I read a book about an _____ .

   elephant elf goat

4. If our team wins, we will _____ .

   yell cheer each

To Do At Home Think of other words that have the letters **gh** and **ch**. Write one sentence with each word. Show them to someone at home.

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"My Dog and the Green Sock Mystery," pages 88–95

Referents

Look at the **pronouns** in the box. They can take the place of a noun in a sentence.

I	you	he	she	we	they
me	it	her	him	us	them

Read each sentence. Circle the correct pronoun for the underlined words in the sentence.

1. My sister found a lost kitten.
   a. it b. she c. they

2. My sister and I wrote a note to put in the newspaper.
   a. we b. they c. she

3. The newspaper printed the note on Wednesday.
   a. we b. he c. it

4. Mr. and Mrs. Clark came to the house on Friday.
   a. we b. they c. it

5. We gave the kitten to Mr. and Mrs. Clark.
   a. them b. him c. it

6. My mother was very happy that the Clarks found their kitten.
   a. her c. she d. me

To Do At Home Use the words **she**, **it**, and **they** in sentences. Show them to someone at home.

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"My Dog and the Green Sock Mystery," pages 88–95

Comprehension Builder: Predicting Outcomes

Read the story below. Use the side notes to help you think about what will happen next in the story. Then answer the questions.

Notice who is sitting in the back of the car with the basket of fish.

Mickey and Karla were on their way home from a fishing trip. Mickey, Karla, and their father were all sitting in the front of the car. Their cat, Percy, was in back. A big basket of the fish Mickey and Karla had caught was also in the back.

"I'll be glad to get home," said Mr. Waters. "Soon it will be time to eat."

"The fish we caught will be good to eat," said Karla. "I'm getting hungry."

"Why don't we sing a song?" said Mickey. "It will make the time go faster."

So, Mickey, Karla, and Mr. Waters sang many songs. They had fun. And the time did seem to go faster. Before long, Mr. Waters turned the car into their driveway. He stopped the car and Percy jumped out. He began to clean his paws and lick his lips.

Think about why Percy began to clean his paws and lick his lips.

"Wait until you see the fish we caught!" shouted Mickey to his mother.

"They will be so good to eat, and we are all very hungry," said Karla.

Mickey and Karla carried the basket into the house. They gave it to their mother. Then they went back to the car to get their jackets.

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"My Dog and the Green Sock Mystery," pages 88–95

Comprehension Builder: Predicting Outcomes

Mrs. Waters put the basket on the table and opened it.

Think about what Mrs. Waters will find when she opens the basket.

1. What is the first thing that happens in the story?

2. What happens next?

3. What do you already know?

4. What will happen next in the story?

To Do At Home Draw a picture that shows how the story might end. Write a sentence to go with it. Then show your picture and sentence to someone at home.

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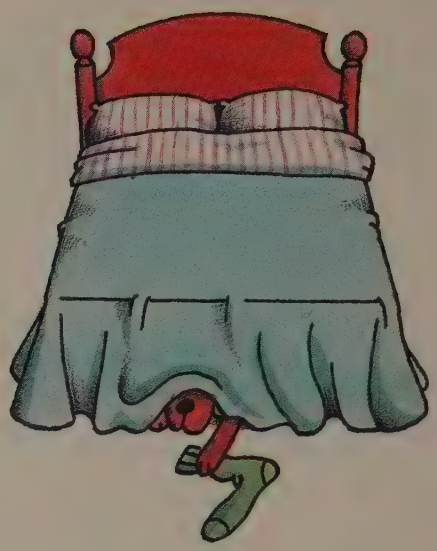
"My Dog and the Green Sock Mystery," pages 88–95

Words from the Story

Read the story. Then choose and write a word in dark print to finish each sentence.



My **schoolmate** Janie and I sat in her **kitchen**. Janie had on one **sock**.

"You look **dumb** like that," I said to her.

"My dog keeps **disappearing** with my other sock," she said. "See if you can **solve** the **mystery** of where he is."

I went into Janie's room. I looked under her bed. A **sheet covered** her dog, but I saw one paw and the sock.

I went back to the kitchen. I got a piece of **bread**. Then I gave Janie's dog the bread and took the sock.

1. It is fun to walk to school with a _____ .
2. I felt _____ when I had the wrong answer.
3. I told my friend how the _____ was solved.
4. Is the dog in the _____ ?
5. The dog keeps _____ .

To Do At Home Draw a picture about the story above. Show your picture to someone at home.

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Name

"My Dog and the Green Sock Mystery," pages 88–95

Understanding the Story

Read each question about the story "My Dog and the Green Sock Mystery." Then write the answer on the lines.

1. Why does Jennie tell Andy that My Dog will solve the mystery?

2. How does My Dog help Andy and Jenny find the things that have disappeared from Andy's room?

COMPREHENSION BUILDER

What do you think Andy will do if other things disappear from his room?

To Do At Home Write some sentences telling how you would go about solving a mystery. Read your sentences to someone at home.

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Name

"My Dog and the Green Sock Mystery," pages 88–95

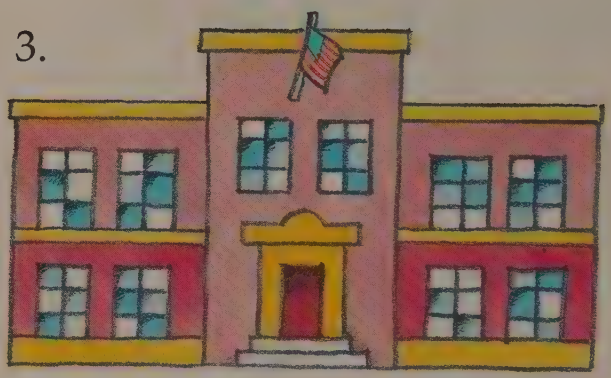
Digraphs

Gh and **ph** sound like the **f** sound you hear in *elephant* and *enough*.
Ch sounds like the **ch** sound you hear in *much* and *chase*.
Sch sounds like the **sk** sound you hear in *school*.

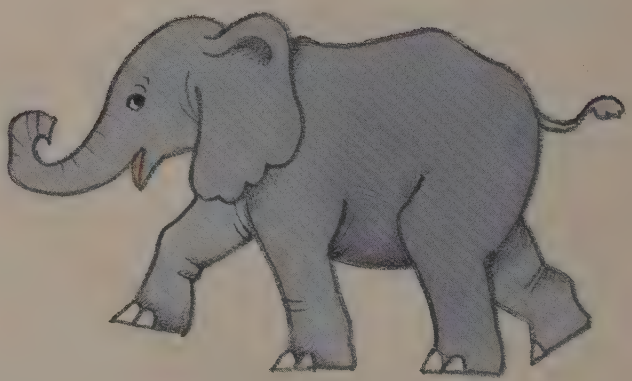
laugh	chair	elephant	school

Look at each picture. Use the words in the box to help you write the name of each picture.

1.

3. 

2.

4. 

To Do At Home Think of four words that have the **ch** sound you hear in **chair**. Use them in a story. Show your story to someone at home.

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Name

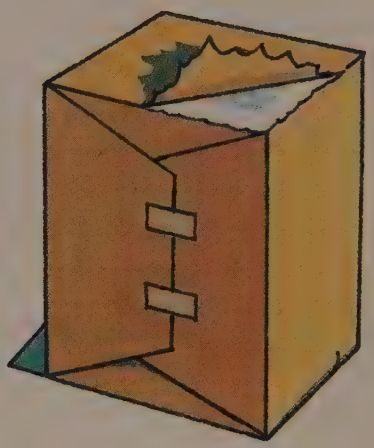
"Nate the Great and the Phony Clue," pages 96–105

Words from the Story

Pick the correct word to complete each sentence below.

1. I opened the door, and there was a box sitting on the _____ .

   tear ocean doorstep



2. It was so small that I could put it in my _____ .

   pocket phony gulped

3. The paper on the box was _____ a little bit.

   torn sewer case

4. Something was _____ in blue on the top of the box.

   pocket ocean printed

5. I picked it up and started to _____ the paper off.

   tear phony pocket

To Do At Home Write a story about what might be in the box. Show your story to someone at home.

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Name

"Nate the Great and the Phony Clue," pages 96–105

Understanding the Story

Read each question about the story "Nate the Great and the Phony Clue." Then write the answer on the lines.

1. How does Nate know there is something missing from the paper that says VITA?

2. Why does Nate think Rosamond left the paper on his doorstep?

3. How is Nate able to read the paper that Finley drops into the sewer?

COMPREHENSION BUILDER

Do you think Finley will try to trick Nate the Great again? Tell why or why not.

To Do At Home Write an invitation and then tear it into four pieces. Hand three of the pieces to someone at home. See if he or she can guess what the complete invitation says.

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Name

"Nate the Great and the Phony Clue," pages 96–105

Referents

Pronouns replace the names of people or things in sentences. Look at the pronouns in the box.

I	you	he	she	we	they
me	it	her	him	us	them

Read each pair of sentences. Then underline the pronoun for the word in dark print.

1. **Jake** must find the last clue.
   Then he will win a prize.

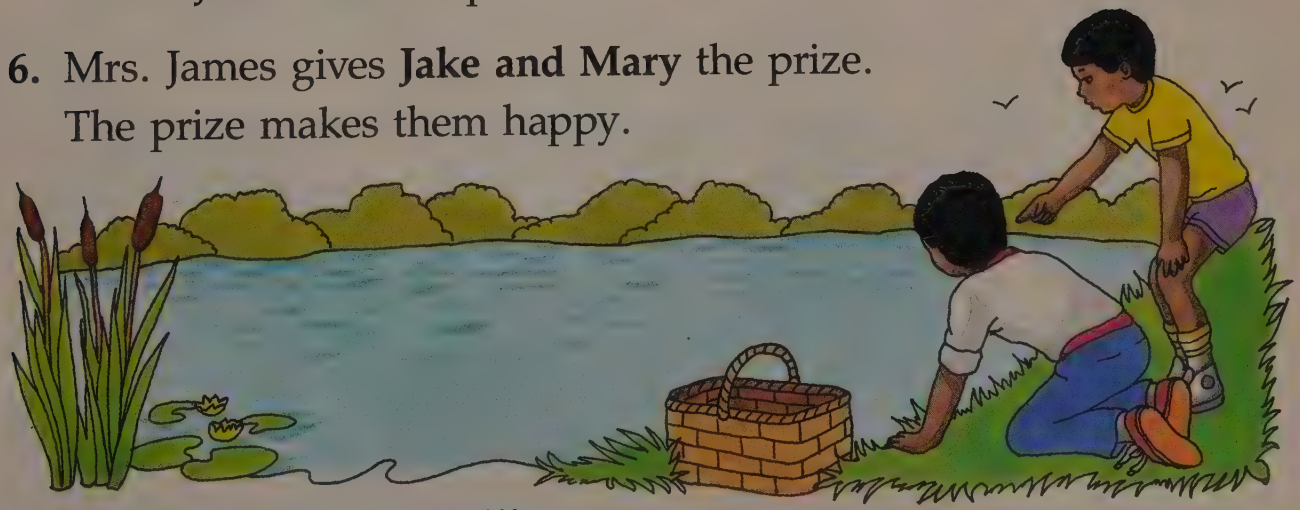
2. Jake asks **Mary** to help him.
   She looks by the pond.

3. **Jake and Mary** look for one hour.
   They are getting tired.

4. Mary tells **Jake** to look in the old basket.
   Mary tells him it might be there.

5. Sure enough the **letter** is there.
   It tells Jake what the prize is.

6. Mrs. James gives **Jake and Mary** the prize.
   The prize makes them happy.



To Do At Home Draw a picture of Jake and Mary getting a prize. Show it to someone at home.

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Name

"The Sleeping Beauty, Part I," pages 110–115

Vowel Sounds

The letters **oo** and **ou** can stand for the vowel sound you hear in *spoon* and *soup*.
The letters **u** and **ou** can stand for the vowel sound you hear in *full* and *should*.

Write the word on the line that has the vowel sound you hear in *soup* or *should*.

1. I put on my coat and walk into the yard.
   _____
   _____
   _____

2. The moon shines in the dark night sky.
   _____
   _____
   _____

3. There are groups of stars all around it.
   _____
   _____
   _____

4. I choose the brightest star of all.
   _____
   _____
   _____

5. I wish I could fly way up there.
   _____
   _____
   _____

6. The sun will come up soon.
   _____
   _____
   _____

To Do At Home Write a story about flying to the moon. Show your story to someone at home.

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Name

"The Sleeping Beauty, Part One," pages 110–115

Syllable Division

When a word has two parts with double letters in the middle, divide the word between the double letters.

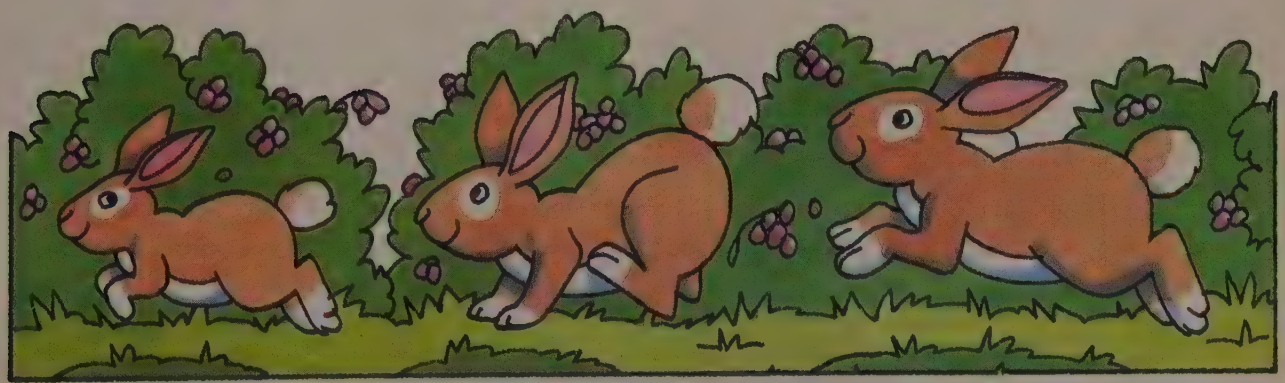
hap/py

When a word has two unlike letters in the middle, divide the word between the unlike letters.

blan/ket

Draw a line between the two word parts. Then write the two parts on the lines.

1. biggest _____ _____
2. invite _____ _____
3. rabbit _____ _____
4. myself _____ _____
5. berries _____ _____



To Do At Home Divide the words **corner**, **kitten**, **furry**, and **garden**. Show them to someone at home.

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Name

"The Sleeping Beauty, Part I," pages 110–115

Spelling Changes

When a word ends in **f** or **fe**, change the **f** or **fe** to **v** to make the word plural.

elf elves

When a word ends in **y**, change the **y** to **i** to make the word plural.

pony ponies

Choose the word that best completes the sentence. Write the word on the line.

1. Their _____ changed when they moved to the new house.

life lives

_____

2. Many _____ like this town.

family families

_____

3. It has a very good _____ .

library libraries

_____

4. Those _____ changed color.

leaf leaves

_____

5. Some people think the _____ painted them.

elf elves

To Do At Home Draw a picture of three elves having a party. Show it to someone at home.

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Name

"The Sleeping Beauty, Part One," pages 110–115

Strategy Builder: Play

Read the beginning of the play below. Use the side notes to help you understand more about plays. Then answer the questions.

CAST

Notice who is in the cast.

NARRATOR

WOODCUTTER

GRACE, the woodcutter's little girl

TIME: Long ago

Think about where and when the play takes place.

PLACE: The woodcutter's home in the forest

NARRATOR: Many, many, years ago, in a small house deep in a forest, there lived a poor woodcutter and his little girl, Grace. The woodcutter was very poor, but he was happy. Grace could talk to the forest animals, and they did whatever she asked.
GRACE: Come here, little bird. Hop up on my fingers and sing me a song. (A bird hops onto Grace's fingers and begins to sing.)
WOODCUTTER: (calling to Grace) Grace, I'm home. But I did not buy anything to eat. No one needed my wood today.
GRACE: Do not worry, Father. I will ask my friends, the forest animals, for help. Soon we will have many good things to eat.

Notice what happens in the play.

(continued)

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Name

"The Sleeping Beauty, Part 1," pages 110–115

Strategy Builder: Play

1. Who is in the cast of the play?

2. Where and when does the story take place?

3. What problem does the woodcutter have?

4. How do you think Grace will solve the problem?

To Do At Home Make up an ending for the play. Tell your ending to someone at home.

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Name

"The Sleeping Beauty, Part One," pages 110–115

Words from the Story

Choose a word from the word box to finish each sentence. Then write the word on the line.

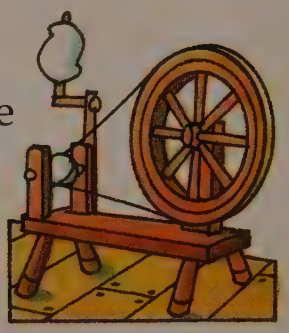
princess	beauty	women	palace	spinning
beautiful	spell	prick	spindle	blood

1. Long ago, girls learned to use a _____ wheel.

2. The red silk was so dark and rich that it was the _____ color of _____ .

3. I saw some people making _____ clothes for the Queen.

4. The cloth Maria made was known all over the _____ land for its _____ .



5. The top of a _____ has a sharp point.

6. Don't _____ yourself on that pin.

To Do At Home Write your own story about a beautiful princess. Then read your story to someone at home.

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Name

"The Sleeping Beauty Part One," pages 110–115

Understanding the Story

Read each question about the play "The Sleeping Beauty." Then write the answer on the lines.

1. Why do the King and Queen invite only twelve wise women to their party?

2. What kind of gift does the 13th wise woman give the Princess?

3. How does the Princess feel after she pricks her finger on the spindle?

STRATEGY BUILDER

How many people are in the cast of this play?

To Do At Home Draw a picture of something you liked in the play "The Sleeping Beauty." Write a sentence explaining your picture. Show the picture, and read your sentence to someone at home.

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Name _____

"The Sleeping Beauty, Part I," pages 110–115

Vowel Sounds

The letters **u**, **ou**, and **oo** can stand for the sounds you hear in *flood*, *could*, and *group*.

Choose the word from the sentence that has the vowel sound you hear in the word on the left. Write the word on the line.

flood 1. There is mud all over the car.

_____

pool 2. I will help you get it off.

_____

book 3. We should be able to wash it quickly.

_____

book 4. Go in the house and look for a cloth.

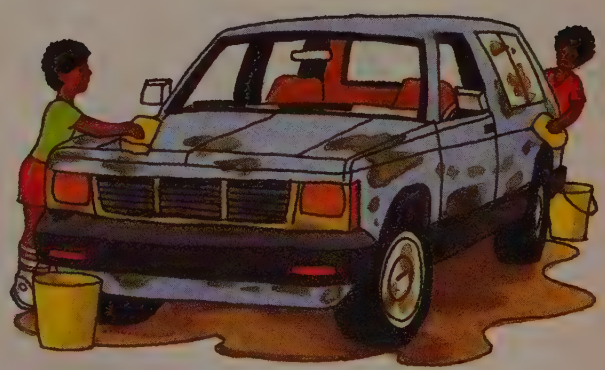
_____

flood 5. We will use it to clean up the water.

_____

moon 6. Then we can go for a swim in the pool.

_____



To Do At Home Draw a picture of two people washing a car. Show your picture to someone at home.

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Name

"The Sleeping Beauty, Part One," pages 110–1

Syllable Division

When a word has two parts with double letters in the middle, divide the word between the double letters.

hap/py

When a word has two unlike letters in the middle, divide the word between the unlike letters.

blan/ket

Write the two word parts on the lines.

yellow	_ _ _ _ _ _ _ _ _ _	_ _ _ _ _ _ _ _ _ _
	_____	_____
	_____	_____
yourself	_ _ _ _ _ _ _ _ _ _	_ _ _ _ _ _ _ _ _ _
	_____	_____
	_____	_____
whisper	_ _ _ _ _ _ _ _ _ _	_ _ _ _ _ _ _ _ _ _
	_____	_____
	_____	_____
winter	_ _ _ _ _ _ _ _ _ _	_ _ _ _ _ _ _ _ _ _
	_____	_____
	_____	_____
silly	_ _ _ _ _ _ _ _ _ _	_ _ _ _ _ _ _ _ _ _
	_____	_____
	_____	_____
puppy	_ _ _ _ _ _ _ _ _ _	_ _ _ _ _ _ _ _ _ _
	_____	_____
	_____	_____
upset	_ _ _ _ _ _ _ _ _ _	_ _ _ _ _ _ _ _ _ _
	_____	_____

To Do At Home Use three of the words above in sentences. Show your sentences to someone at home.

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Name

"The Sleeping Beauty, Part Two," pages 116–123

Words from the Story

Write the correct word to complete each sentence below.

1. The good smells coming from the kitchen _____ must have _____ me.

   disappearing awakened asleep

2. I went down the _____ to the kitchen.

   pushing should stairs

3. I saw _____ of fresh bread on the table.

   loaves limbs terrible

4. The bread looked _____ in the sunlight.

   golden frightened games

5. I cut two _____ pieces of the bread.

   thick proud think

6. I would walk _____ for bread this good.

   short trouble miles

To Do At Home Write a story using three of the words above. Then read your story to someone at home.

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Name

"The Sleeping Beauty, Part Two," pages 116–123

Understanding the Story

Read each question about the story "The Sleeping Beauty." Then write the answer on the lines.

1. Why does the Prince come looking for Sleeping Beauty?

2. Why is the prince able to get through the forest?

3. How does the Prince awaken the Princess?

STRATEGY BUILDER

4. Think about the play "The Sleeping Beauty." Why do the words *sitting up* follow Rosamond's name after the Prince kisses her?

To Do At Home Write some sentences telling about your favorite character in the play "The Sleeping Beauty." Read your sentences to someone at home. Discuss why you like the character.

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Name

"The Sleeping Beauty, Part Two," pages 116–123

Spelling Changes

Sometimes, when a word ends in **y**, you change the **y** to **i** to make it plural.

When a word ends in **f** or **fe,** change the **f** or **fe** to **v** to make it plural.

city	cities
wife	wives

Underline the word that best completes each sentence.

1. Those ____ are cute.
a. baby b. babies

2. Please put this ____ and fork away.
a. knife b. knives

3. Matty likes living in the ____ .
a. city b. cities

4. The ____ are very good.
a. berry b. berries

5. Please get two ____ of bread.
a. loaf b. loaves

6. I will do all I can to help my puppy have a wonderful ____ .
a. life b. lives

To Do At Home Write the plural of the words **family** and **elf**. Show them to someone at home.

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Name _____

"Seymour the Prince," pages 124–135

Creative Writing Page

Think about the Readers' Choice story, "Seymour the Prince." Use what you know about the story to write some sentences about the ideas on the page.

1. If Seymour had not kissed the beautiful Princess in the play, then

2. If the audience had laughed at Seymour when he kissed the Princess,

To Do At Home Think of a title for each story. Read your title and story to someone at home.

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Name

"The Town That Moved," pages 152–157

Vowel Sounds

Ow and **ough** can have the vowel sound you hear in *low* and *dough*.

Write the word that has the **ow** and **ough** sound you hear in *low* to finish each sentence.

1. We can _____ a flower garden.

   grow have

2. It will take _____ of our time after school to do.

   all most

3. We can carry the bags of soil on _____ our _____ .

   shoulders shoes

4. My father has _____ me how to plant seeds.

   took shown

5. We can plant the _____ garden with many different flowers.

   school whole

To Do At Home Draw a picture of how the town moved the houses. Tell the story and show the picture to someone at home.

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Name _____

"The Town that Moved," pages 152–157

R-Controlled Vowel Sounds

The letters **eer**, **ear**, and **ere** can have the sound you hear in *beard*.

Read each sentence. Write the word on the line from the sentence that has the same sound you hear in *beard*.

1. We moved to a new house one year ago.

_____

2. We planted some flowers at the rear of the house.

_____

3. One morning I saw a deer.

_____

4. It ran away in great fear.

_____

5. I wish it would come back here.

_____

To Do At Home Write a sentence using the word deer. Then draw a picture of what the sentence said. Show it to someone at home.

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Name

"The Town That Moved," pages 152–157

Comprehension Builder: Drawing Conclusions

Read the story below. Use the side notes to help you understand more about what happens in the story. Then answer the questions.

It was almost time for Grandpa's birthday. This year would be the last time Rosa's mother would be able to have a party for Grandpa. Two days after the party, Grandpa was going to move to Mexico.

Rosa wanted to give Grandpa a special gift at his party this year. She wanted it to be a surprise. She wanted to give him something she made with her own hands. But what could she make? She thought about many things. She could make an animal out of clay. But what would Grandpa do with that? She could give him something of her own. But most of the things Rosa had were just right for a seven-year-old, not for Grandpa.

Think about why Rosa wants to give Grandpa a special gift.

Rosa thought hard for a long time. Finally, she had an idea. She spoke to her mother. Then Rosa and her mother went to the store.

Think about why Rosa goes to the store in the story.

Soon the day of Grandpa's birthday party came. Everyone gave Grandpa a gift. Then Rosa's mother turned off the lights. In came Rosa with her gift for Grandpa. Many small lights danced on top of her gift. Rosa put it down in front of Grandpa. She could see the lights dancing in Grandpa's eyes.

Notice how the story ends.

(continued)

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Name

"The Town That Moved," pages 152–157

Comprehension Builder: Drawing Conclusions

1. Who is the story about?

Rosa

2. Why does Rosa want to give Grandpa a special gift?

he's acting

3. Why do Rosa and her mother go to the store?

to get the cake.

4. What does Rosa give Grandpa for his birthday? How do you know?

a cake. candles on it

To Do At Home Draw a picture of something you could make someone as a birthday gift. Show your picture to someone at home.

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Name _____

"The Town that Moved," pages 152–157

Words from the Story

Pick the correct word to complete each sentence below.

1. The gate is _____ to the fence at the back door.

businesses attached finally

2. A new family is moving into the _____ _____ next door.

building known arrived

3. We live two blocks from all the town _____ _____ _____ .

lowered lifted businesses

4. You can drive through the _____ _____ town in five minutes.

finally whole known

5. The family _____ early in the morning.

mine building arrived

6. I thought they would never come, but they are _____ _____ here.

finally whole businesses

To Do At Home Write sentences using the words **finally**, **whole**, **building**, and **lifted**. Read your sentences to someone at home.

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Name

"The Town That Moved," pages 152–157

Understanding the Story

Read each question about the story "The Town That Moved." Then write the answer on the lines.

1. Why does the town of Hibbing have to move?

2. How do the mine owners and the people of Hibbing move the buildings?

3. How do the people of Hibbing move their furniture?

COMPREHENSION BUILDER

Why do you think the people of Hibbing move their town instead of building a new one?

To Do At Home Imagine that you live in Hibbing. Write a story that tells what it is like to sit in your house while it is rolling down the street. Then show your story to someone at home.

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Name _____

"The Town That Moved," pages 152–157

Vowel Sounds

Ow, ou, ough can all have the vowel sounds you hear in the words *cow* and *low*.

Write the word that has the **ow** and **ou** sound you hear in *cow* or *low* and best completes the sentence.

1. A _____ followed me home.

   mouse fox

2. It ran along _____ .

   today slowly

3. Then it ran up a tree and sat on a _____ .

   through bough

4. It drew a big _____ .

   crowd goodbye

5. Maybe it will sit on my _____ .

   shoulder foot

To Do At Home Draw a picture of a mouse running along behind you. Show it to someone at home.

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Name _____

"My Three Uncles," pages 158–167

Words from the Story

Use the words in dark print to finish the sentences.

Father and I went to the store. It was a sunny day. Lots of people were **exercising**. We picked out a new **pillow** for my bed. My puppy, Fred, ate my pillow yesterday. I picked a soft one. Then I thought about how easy it would be for Fred to eat this one, too. I **changed** my mind and got a hard one. Then we went to the **bank**.

When we got home, it was time for **dinner**. Uncle Ted was there. I didn't know who he was at first. He had a new **beard** and **moustache**.

"Buddy, don't you know your Uncle Ted?" he said. Then I knew who it was.

After dinner, Uncle Ted and I washed the dishes. We **wiped** them dry and put them away.

I told Uncle Ted about Fred. He said puppies love pillows, **especially** soft ones.

1. Jim is _____ in the yard.

2. My dog likes to eat people food, _____ pancakes.

3. I'm hungry, and I don't want to be late for _____ .

To Do At Home Draw a picture of a puppy chewing on a pillow. Show your picture to someone at home.

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Name

"My Three Uncles," pages 158–167

Understanding the Story

Think about the story "My Three Uncles." Complete each sentence with a name from the word box. Then answer the question.

Jeff	Gilbert	Max

1. If the girl wants to know about banks, she will probably ask Uncle _____ .

2. Uncle _____ might take her on a tour of an airport.

3. If an uncle plays a trick on her, he is probably Uncle _____ .

COMPREHENSION BUILDER

Think about the story "My Three Uncles." What conclusions do you draw about the girl in the story?

_____

_____

_____

_____

_____

_____

_____

_____

_____

To Do At Home What other ways can you think of to tell things that are alike apart? Make a list. Read your list to someone at home.

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Name

"My Three Uncles," pages 158–167

Phonics

Eer, ear and **ere** can have the sound you hear in *deer* and *year*.

Write the word that has the sound you hear in *year* to complete each sentence.

1. It was a big surprise when I first saw my brother's Beard.
   beard feet

2. Clair asked me to yell when she walked in the parade.
   cheer yell

3. My uncle always calls me dear.
   neat dear

4. Don't go near the fire.
   beat near

5. Come here and help me wash the dishes.
   there here

6. Rhonda can hear the song.
   hear need

To Do At Home Write a sentence using the words **hear** and **cheer**. Show the sentences to someone at home.

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Name

"The Caterpillar and the Polliwog," pages 170–177

Vowel Sounds

Ei, **ei_e**, and **ey** can have the long **e** sound you hear in *ceiling*, *receive*, and *hockey*.

Write the word on the line from the sentence that has the **long e** vowel sound.

1. I want to buy Dennis a birthday present, but I don't have the money.

   _____

2. Janice helped her dad paint the ceiling.

   _____

3. If you lose your keys, you'll be stuck in the garden until I get home.

   _____

4. At the zoo, I like the monkeys best.

   _____

5. It was a great relief when it started to rain after a month of no rain at all.

   _____

To Do At Home Pick three words with the **long e** vowel sound, and use them in sentences. Read your sentences to someone at home.

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Name

"The Caterpillar and the Polliwog," pages 170–177

Context Clues

Sometimes there are other words in sentences that can help you find out the meaning of a word you don't know. Look at these sentences.

The *wiggly* frog got away.
It *moved from side to side.*

Read the sentences. Circle the words that tell what the word in dark print means.

1. Betsy wanted to do something that was fun and was an **adventure**.
   a. something fun b. to go away

2. Yesterday she saw a little log **cabin** in the woods.
   a. a barn b. a small house

3. The cabin was deep in a **valley** between two big hills.
   a. land between hills b. two big hills

4. She saw a cute little **burro** with big ears tied near the cabin.
   a. a kind of house b. a kind of animal

5. Betsy could hear beautiful **music** coming from the open window.
   a. books full of songs b. some sounds like songs

To Do At Home Draw a picture of an adventure you would like to have. Write a sentence about your adventure. Show it to someone at home.

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Name

"The Caterpillar and the Polliwog," pages 170–177

Strategy Builder: Fantasy

Read the following story. Use the side notes to help you decide if the story could really happen. Then answer the questions.

On Friday night, the man who runs the library turned out the lights and closed the front door. As soon as the key turned in the door, the books stretched their covers, turned their pages, and began jumping down to the floor. At first, they just whispered to each other. They were afraid that the man who worked in the library might come back. They waited quietly. Then they began to talk in louder voices.

Notice what happens after the man leaves the library.

Soon the books were having a wonderful time. They were laughing and singing. They jumped and danced all around the floor of the children's room. In a short time, the plants in the room woke up and started to laugh and play too. Then the paintings that hung on the walls came to life. The children and animals in the paintings jumped down to have some fun.

Think about what happens, and if it could really happen.

The party went on for two days. Very early on Monday morning, all of the books stopped what they were doing. They went back to their places. The plants jumped back into their pots. All of the children and animals in the paintings jumped back into their frames.

(continued)

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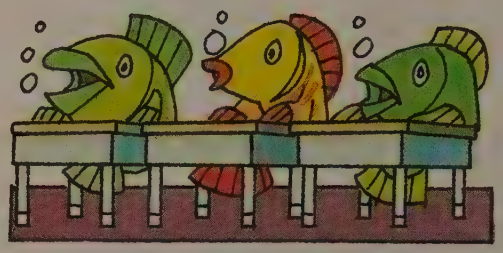
Name

"The Caterpillar and the Polliwog," pages 170–177

Strategy Builder: Fantasy

Soon they heard the man who worked in the library turn the key in the front door. He walked into the children's room. There on the floor was one book that didn't get back to its place in time.

"I wonder how you got there,", the man said. "I'm sure I put you away on Friday night."



1. What does this library have that most libraries have?

Book's

2. What happens in this story that is make-believe?

the Books talk,
the books talk.

3. How can you tell this story is a fantasy?

theirs can't talk
and taste

To Do At Home Draw a picture of an animal doing something it could not do in real life. Show your picture to someone at home.

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Name

"The Caterpillar and the Polliwog," pages 170–177

Words from the Story

Choose words from the box to finish the story below. Write a word in each sentence.

excited	handsome	sight	delight	butterfly
blame	second	although	mind	admiring

"Why are you looking at me?" the yellow butterfly asked the goat.

"I hope you don't mind," the goat said. "I was admiring you. You are a wonderful sight. You can't blame me for looking."

The butterfly's wings moved up and down with delight. "You are handsome, too," she said to the goat.

To Do At Home Use three of the words in the box to write three sentences. Then read your sentences to someone at home.

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Name

"The Caterpillar and the Polliwog," pages 170–177

Understanding the Story

The sentences below tell about the story "The Caterpillar and the Polliwog." On the lines, write the two sentences that tell about things that could happen in real life. Then answer the question.

A caterpillar can talk.

A fish can go to school.

A polliwog can change into a frog.

A caterpillar can spin a cocoon.

1. _____

2. _____

STRATEGY BUILDER

Think about the story "The Caterpillar and the Polliwog." What do the animals in the story do that real animals can *not* do?

_____

To Do At Home Draw a picture of the handsome frog. Write a sentence that tells about your picture. Show the picture and read your sentence to someone at home.

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Name

"The Caterpillar and the Polliwog," pages 170–177

Context Clues

Sometimes other words in a sentence can give you clues to the meaning of a word you don't know in the sentence.

Read the sentences. Underline the words that tell what the word in dark print means.

1. The bear lives on a very high **mountain**.
   The tall piece of land has many trees.
2. The bear lives in a dark **cave**.
   The hole is in the side of a hill.
3. The little fox saw a small bear **cub** there.
   The baby bear was sleeping in the cave.
4. Now the fox was very **happy** and glad.
   She felt good to find a friend.
5. Now she could have a **pal**.
   She wanted to have a good friend.
6. They can **explore** the woods together.
   They can look around and find lots of things in the woods.

To Do At Home Draw a picture of a cub sleeping in a cave. Show it to someone at home and tell what a cub is.

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Name

"Oliver the Elevator Operator," pages 178–187

Words from the Story

Use the words in dark print to finish the sentences.

Mr. Jackson pressed the **buzzer** for the elevator. Five minutes went by. He took off his **coat**. He put it on again. He fixed his **hair**. He looked up at the **ceiling**. Finally, the elevator came.

"Top floor, please," he said to the elevator operator.

"**Sir**, I'm sorry but I can't take you to the top floor," said the elevator operator.

"What!" said Mr. Jackson.

"Let me **explain**," said the operator. "The elevator door is being fixed on the top floor. I can take you to the **roof**, and you can walk down. It will only take a **minute**."

"Well, I guess it's the right **direction**, anyway," said Mr. Jackson.

1. I will wait for more than a _____ .
2. Are you walking in my _____ ?
3. I put on my _____ before I went out.
4. Can you _____ how the machine works?

To Do At Home Draw a picture about the story above. Show your picture to someone at home.

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Name

"Oliver the Elevator Operator," pages 178–187

Understanding the Story

Complete the story frame for "Oliver the Elevator Operator." Look at the words in the word box if you need help spelling a word. Then answer the question below.

roof	building	Oliver	airplane	elevator

This story is about _____ and the _____ _____ he runs in an old office building. One day Oliver pushes the lever up very hard. The _____ elevator goes all the way up through the _____ . Oliver finds that he can steer the elevator like an _____ _____ . He steers the elevator _____ back to the _____ .

COMPREHENSION BUILDER

Think about the story "Oliver the Elevator Operator." What can the elevator in the story do that real elevators cannot do?

_____

_____

_____

_____

_____

To Do At Home Pretend you can fly in an elevator. Write a story that tells where you would go. Read your story to someone at home.

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Name

"Oliver the Elevator Operator," pages 178–187

Vowel Sounds

Ei, ei_e, and **ey** can have the **long e** vowel sound you hear in *ceiling, receive* and *hockey.*

Read each sentence. Write the word with the **long e** vowel sound on the line to finish the sentence.

1. Joan was surprised to land on the _____ , looking at the floor.

   bed ceiling

2. When she tried to get down, she _____ the wall to help her.

   seized searched

3. Then her _____ fell on the floor.

   shoes money

4. Her _____ fell, too.

   keys socks

5. Even the _____ could not believe his eyes.

   bear monkey

To Do At Home Write sentences using the words *keys* and *monkey.* Show your sentences to someone at home.

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Name

"Impossible, Possum," pages 188–197

Creative Writing Page

Think about the Readers' Choice story, "Impossible, Possum." Use what you know about the story to write some sentences about the ideas on this page.

1. The next time Randolph, the possum, is upset because he can not do something, he may

Practice

2. When people watch me do something that is very hard for me to do, I

try to Do your Best.

To Do At Home Think of a title for each story. Read your title and story to someone at home.

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Name

"Daniel's Duck," pages 212–219

R-Controlled Vowel Sounds

Air, **are**, **ere**, **eir**, and **ear** stand for the sound you hear in the word *pair*.

Write the word that has the sound you hear in *pair*.

1. "Please sit in that _____ ," says Mr. Brown.
   seat chair

2. Justin is here to get his _____ cut.
   ear hair

3. He is _____ old clothes.
   carrying wearing

4. His brothers just got _____ hair cut, too.
   their some

5. "Mr. Brown would not _____ cut my hair too much," Justin says to himself.
   fear dare

To Do At Home Write sentences using the words **bear** and **pair**. Show them to someone at home.

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Name

"Daniel's Duck," pages 212–219

Vowel Sounds

Sometimes **a**, **e**, **i**, **o**, **u** have the vowel sound you hear in *about*, *given*, *family*, *mother*, and *full*.

Write the word that has the vowel sound you hear in *about*, *given*, *family*, *mother*, and *full* and fits best in the sentence.

1. Luke and Jake are _____ .
   boys brothers

2. One day, they saw a very _____ tree.
   high tall

3. They looked for _____ old tree.
   another all

4. It is not _____ that you can see a tree that old.
   real often

5. Luke and Jake will look _____ next week.
   harder again

To Do At Home Draw a picture of a very tall tree. Label it tall tree. Show it to someone at home.

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Name

"Daniel's Duck," pages 212–219

Prefixes

When a prefix is added to a word, it changes the meaning of the word.

Look at these prefixes.

un-	= not
re-	= back, again

Circle the word that best fits in the sentence.

1. Josie ____ her favorite book on the train home.
   reread retake renew

2. Josie had to ____ the box.
   undid untie unhappy

3. Then she had to ____ her clothes.
   untold unpack unable

4. She was so happy to ____ to the valley.
   reload return reopen

5. Josie had been ____ away from her friends.
   unsafe unhappy unreal

6. Now she could ____ her flower garden.
   return replant renew

To Do At Home Write sentences using the words **replace** and **untie**. Show the sentences to someone at home.

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Name

"Daniel's Duck," pages 212–219

Comprehension Builder: Summarizing

Read the story below. Use the side notes to help you understand more about what is important in a story summary. Then answer the questions.

Sarah was very excited. She could hardly get to sleep. Tomorrow would be the day of the first Fourth of July parade ever held in the town of Browning. That was because Browning was a very new town. Sarah's mother and father had come to Browning in a covered wagon from very far away. Sarah was proud that she was going to see the first Fourth of July parade.

Notice who the story is about.

Sarah must have closed her eyes, because the next thing she knew sunlight was coming into her room.

"Sarah, wake up!" called her mother. "It's time for you to help me bake bread."

"But, Mother," cried Sarah, "Today is the day of the big parade."

Sarah's mother said nothing. She only smiled. Sarah worked all morning. Then Sarah's mother told her to wait for Mr. and Mrs. Bailey to pick her up. They would take her to the parade in their wagon. Sarah's mother and father would meet her at the parade.

Think about what happens to Sarah in the story.

Soon Mr. and Mrs. Bailey came for Sarah. Sarah remembered to take her small

(continued)

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Name

"Daniel's Duck" pages 212–219

Comprehension Builder: Summarizing

American flag to wave. The wagon rolled to a stop at Main Street. They had to wait because many other wagons and people were waiting to get down the street.

"We'll miss the whole thing!" said Sarah.

Then the wagon began to move. People stood on both sides of Main Street. Then, Sarah began to understand. Instead of watching the parade, she and the Baileys were *in* the parade! Sarah smiled and waved her flag.

Notice how the story ends.

1. Who is this story about?

Sarah

2. What does Sarah want to do?

watch the Parade

3. What happens to Sarah?

She's in the Parade

4. How does the story end?

She's happy

To Do At Home Write a few sentences about a parade you have seen. Show your sentences to someone at home.

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Name _____

"Daniel's Duck," pages 212–219

Words from the Story

Write the correct word to complete each sentence below.

1. My family lives high up on a _____ .
   sea mountain blame

2. We live in a big wood _____ .
   book delight cabin

3. One day we went to a _____ .
   fair second direction

4. We saw a man _____ things out of wood.
   carve you're exercising

5. He worked with a special _____ .
   pillow I'm knife

6. It _____ takes a long, long time to learn to carve that well.
   probably minute excited

To Do At Home Tell someone at home what the words **mountain**, **cabin**, **fair**, and **knife** mean. Then use each word in a sentence.

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Name

"Daniel's Duck," pages 212–219

Understanding the Story

Read each question below about the story "Daniel's Duck." Then write the answer on the lines.

1. Why do Jeff and Daniel want to be like Henry Pettigrew?

They want to cattle like him.

2. What is so good about the animals Henry Pettigrew carves?

They look so real.

3. Why is spring a good time for a fair?

Because winter is long.

COMPREHENSION BUILDER

Complete the sentence below so that it gives a summary of "Daniel's Duck."

Daniel learns that

To Do At Home Draw a picture of Daniel's duck. Write a sentence telling about your picture. Show your picture and read your sentence to someone at home.

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Name

"Daniel's Duck," pages 212–219

R-Controlled Vowel Sounds

Air, **are**, **ere**, **eir**, and **ear** stand for the sound you hear in the word *pair*.

Write the letters **air**, **are**, **ere**, **eir**, and **ear** to complete the word in each sentence.

1. Lucy and Brad went to a fair today.
2. They saw many animals there.
3. Brad had never seen a bear wearing a hat before.
4. It made him stare.
5. The bear did a trick and sat in a chair.
6. Lucy and Brad couldn't wait to tell their friends about the day.

To Do At Home Draw a picture of a bear doing a trick on a chair. Write a sentence about it. Show it to someone at home.

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Name

"Daniel's Duck," pages 212–219

Vowel Sounds

Sometimes **o** and **u** have the vowel sound you hear in *mother* and *fuss*.

Write the word that has the vowel sound you hear in *mother* and *fuss* and makes sense in the sentence.

1. Oliver told his _____ that he wanted to buy a toy car.

   sister mother

2. It was the _____ car he would buy.

   first second

3. There were many _____ little cars that Oliver had looked at.

   other old

4. He must have looked at more than a _____ little cars.

   hundred thousand

5. When he saw the one he wanted, he had to _____ home to tell his mother.

   play run

To Do At Home Write sentences using the words **wagon** and **second**. Show them to someone at home.

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Name _____

"Fidelia," pages 220–229

Words from the Story

Pick the correct word to complete the sentences below.

1. We will _____ our class play today.

   plucked practice heart

2. I can say my lines in the play _____ .

   carton nailed exactly

3. My mother keeps her car in the _____ .

   unwrapped garage nailed

4. You can't build anything with just one _____ .

   board exactly unwrapped

5. We _____ two pieces of wood together.

   practice heart nailed

6. You can put lots of things in that big _____ .

   carton plucked position

To Do At Home Tell someone at home what three of the words you wrote mean. Then use each word in a sentence.

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Name _____

"Fidelia," pages 220–229

Understanding the Story

Read each question about the story "Fidelia." Then write the answers on the lines.

1. What is special about Fidelia's family?

2. In what way is Fidelia different from the rest of her family?

3. How does Fidelia make a violin?

COMPREHENSION BUILDER

Write some sentences that give a summary of the story "Fidelia."

To Do At Home Draw a picture of an instrument you would like to play. Write a sentence telling about your picture. Show your picture and read your sentence to someone at home.

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Name

"Fidelia," pages 220–229

Prefixes

A **prefix** is added to the beginning of a word. It changes the meaning of the word. Look at the words in the box.

un	+ tie	= untie
re	+ open	= reopen

Read each sentence. Underline the word that best completes each sentence.

1. Cathy was very ____ .
   unhappy rehappy

2. Last night some animals had ____ the rope fence and eaten the vegetables.
   undone redone

3. She would have to ____ the garden.
   replant unplant

4. She would also have to ____ the book about how to keep animals out of a garden.
   unread reread

5. Cathy thought it was very ____ .
   unfair refair

6. She hoped the animals would not ____ .
   unturn return

To Do At Home Write a sentence using the word **replant**. Show it to someone at home and tell what **replant** means.

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Name

"Isamu Noguchi," pages 234–239

Strategy Builder: Biography

Read the biography below. Use the side notes to help you understand stories about the lives of real people. Then answer the questions on the next page.

The artist Alexander Calder was born in Philadelphia in 1898. As a boy, he loved to play. He made birds out of cans and lions out of string. Calder's love of toys would later become a part of his art.

Think about what Alexander Calder was like as a child.

Calder started to make toys and other play things when he was eight years old. When he grew up, he found that he liked the circus. He started to make his own tiny art circus. Calder's circus had people and animals that could move. Later, Calder made other kinds of art. He made sculptures and paintings. Some of his sculptures could hang from the ceiling and move in the wind.

Notice the kind of art that Calder made.

Calder liked art that could move. He liked to make things that could be found in real life. The leaves he made could float in the air just like real leaves. His animals could sit up and even jump through paper rings. All of Calder's work showed his love for life and play. Calder died in 1976, but his work can still be seen in museums all over the world.

(continued)

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Name

"Isamu Noguchi," pages 234–239

Strategy Builder: Biography

1. Where and when was Calder born?

Philadelphia 1898

2. Name two kinds of art that Calder made.

Sculptures and Paintings.

3. In what way does Calder's art have life?

it moves.

4. What does Alexander Calder's work show about the artist?

he's smart.

To Do At Home Write a few sentences about someone you know. Tell about the kinds of things the person likes to do. Show your sentences to someone at home.

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Name

"Isamu Noguchi," pages 234–239

Words from the Story

Read the story. Then choose and write a word in dark print to finish each sentence.

Amy's mother is a sculptor. She and another sculptor **share** work space in a garage. The sculpture she is working on now is **huge**. It is two fish. They are made from dark wood. They have very **simple** lines. The fish look real, as if they **belong** in an ocean. It is easy to **recognize** them, they look so real!

Among the things Amy's mother has made are some **lanterns**. They hang in our **local** library. They shine with a golden **warmth**. All of her work is beautiful. Now Amy is learning how to be a sculptor, too.

1. I know you will find the perfect color _____ all the paints I have.

2. Does this painting _____ to your family?

3. I don't think I will be able to hang that _____ picture on my wall.

4. I would like to _____ my pencils and crayons with you.

To Do At Home Draw a picture that shows what you think the two fish in the story look like. Show your picture to someone at home and tell about the picture.

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Name _____

"Isamu Noguchi," pages 234–239

Understanding the Story

Complete the story frame below for "Isamu Noguchi." Look at the words in the word box if you need help spelling a word. Then answer the question below.

museums	sculptor	studied	sculptures	gardens

As a boy, Isamu Noguchi knew that he wanted to be _____ _____ a _____ . He _____ and worked very hard. Noguchi wanted his _____ _____ to make people feel things.

But people did not like his sculptures until they began to understand them. Now Noguchi's sculptures are in _____ _____ everywhere. He also planned _____ _____ and playgrounds.

What did Isamu Noguchi do that was interesting?

_____

_____

_____

_____

_____

_____

_____

_____

To Do At Home Look at the pictures of Isamu Noguchi's sculptures. Write a sentence telling how one of the sculptures makes you feel. Show the picture and read your sentence to someone at home.

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Main Idea and Details

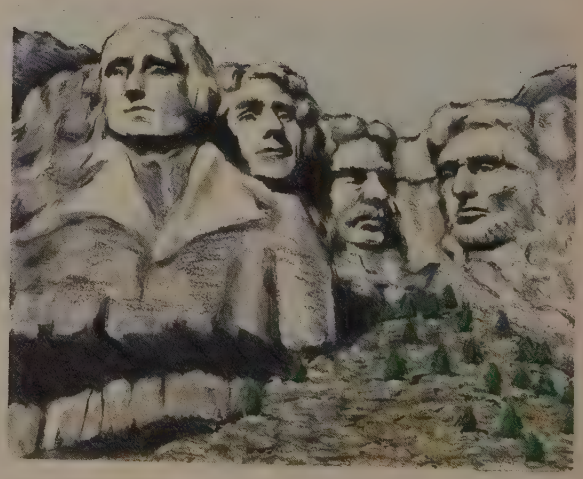
Read the paragraph. Then read the questions, and circle the letter next to the sentence that best answers the question.

There is a huge sculpture carved into a mountain in South Dakota. It is called Mount Rushmore. Mount Rushmore shows four heads. Each head is about as tall as a five-story building. The heads show George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. Work on Mount Rushmore started in 1927. It took more than 14 years to finish the sculpture.

1. What is the main idea of the paragraph?
   a. South Dakota is a nice place.
   b. Mount Rushmore is a huge sculpture.
   c. George Washington was tall.

2. What detail tells about the main idea?
   a. It is hard to carve a sculpture.
   b. There are five-story buildings in South Dakota.
   c. The sculpture shows four heads.

3. What detail does *not* tell about the main idea?
   a. They started Mount Rushmore in 1927.
   b. The sculpture took more than 14 years to finish.
   c. 14 years is a long time.



To Do At Home If you could carve a giant sculpture into the side of a mountain, what would you carve? Write a paragraph about the sculpture you would carve. Show your paragraph to someone at home.

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Name

"Isamu Noguchi," pages 234–239

Glossary Review

Use the glossary page to help you answer the questions. Underline your answer.

clay **eagle**

clay a kind of earth that people use to make sculptures.

cliff a high face of a rock.

clipper a fast sailing boat with tall sails.

d

daisy a flower with white, pink, or yellow petals.

e

eagle a large bird.

1. Which word would be on this page?
   a. clear b. class

2. Which word could not be on this page?
   a. cliff b. carve

3. Which word comes after cliff?
   a. clipper b. clay

4. A cliff is a ____ .
   a. high face of a rock b. fast sailing boat

5. Clipper means ____ .
   a. a slow boat b. a fast sailing boat

To Do At Home Write sentences using the words *cliff* and *clay*. Show them to someone at home and tell what the words mean.

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"Isamu Noguchi," pages 234–239

Contractions

In a **contraction**, two words are put together, but one or two letters are left out. An *apostrophe* (') takes the place of the missing letter or letters. Look at the contraction below.

he will he'll

Read each sentence. Circle the correct answer for the underlined word in each sentence.

1. We'll go to see the paintings soon.
   a. we will b. we had
2. She's a good painter.
   a. she is b. she had
3. It isn't time to go yet.
   a. is not b. are not
4. Jane can tell you've painted for a long time.
   a. you have b. you will
5. I'll go to the show with you.
   a. I will b. I have
6. They've waited a long time to see your paintings.
   a. they will b. they have
7. He hasn't stopped painting yet.
   a. will not b. has not

To Do At Home Write a contraction for *she will* and *they have*. Show them to someone at home.

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Name

"Isamu Noguchi," pages 234–239

Synonyms and Antonyms Review

Synonyms are words that mean the same thing.
Antonyms are words that mean the opposite.

Write the word that means the same thing on the line.

1. huge	_____	large	small
2. simple	_____	hard	easy
3. alike	_____	different	same
4. close	_____	near	far

Write the word that means the opposite on the line.

1. ugly	_____	pretty	plain
2. near	_____	close	far
3. after	_____	before	now
4. pack	_____	untie	unpack

To Do At Home Write an antonym for *right*, *happy*, and *new*. Show them to someone at home and tell what the word pairs are.

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Name

"Keep the Lights Burning, Abbie," pages 240–247

Words from the Story

Choose words from the box to finish the story below. Write a word in each sentence.

island	afternoon	oil	captain	towers
medicine	wicks	burning	lamps	alone

It was getting dark. The _____ wanted to sail home before night fell. He was all _____, and the wind was blowing hard.

He sailed on to the _____ as the wind blew.

The two _____ he had with him went out.

Then, he saw a light _____. He knew it must be from one of the _____ on the island. He had never been so glad to see a _____ glowing.

To Do At Home Imagine all the lights in your house go out suddenly. Write a story telling what you would do. Then read your story to someone at home.

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Name

"Keep the Lights Burning, Abbie," pages 240–247

Understanding the Story

Read each question about the story "Keep the Lights Burning, Abbie." Then write the answer on the lines.

1. Why was Abbie put in charge of the lights?

2. Why is Abbie afraid to take care of the lights?

3. Why wasn't Abbie's father able to return for many days?

STRATEGY BUILDER

What did Abbie do that was important?

To Do At Home Draw a picture that shows a part of the story "Keep the Lights Burning, Abbie." Write a sentence telling about your picture. Show the picture and read your sentence to someone at home.

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Name

"Keep the Lights Burning, Abbie," pages 240–247

Consonant Sounds Review

Ss and **ti** can make a **sh** sound; **dge** can make a **j** sound; **tch** can make a **ch** sound; **gh** can make an **f** sound; **ch** can make a **k** sound, and **sch** can make a **sk** sound.

Choose the word that has the same sound as the word before the sentence. Write the word on the line.

cough

1. When Mr. French came into our class, we were _____ .

eating laughing

fiction

2. He asked us to pay _____ .

attached attention

schooner

3. He said we would have to be at _____ early the next day.

school work

bridge

4. A man was coming to _____ our paintings.

judge dig

catch

5. If we came early, we could _____ him at work.

watch walk

To Do At Home Use two of the words above in sentences. Show your sentences to someone at home.

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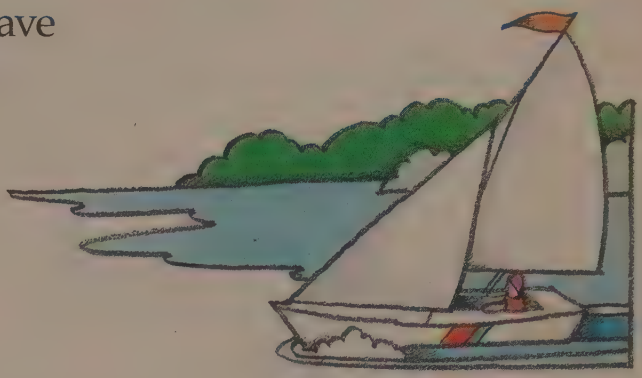
"Keep the Lights Burning, Abbie," pages 240–247

Homophones Review

Words can sound the same but have different spellings and meanings.



Read each sentence. Underline the word that best completes the sentence.

1. This morning Sean and ____ sailed for the first time.
   a. eye b. I

2. The ____ did not have many waves.
   a. sea b. see

3. The water was very ____ .
   a. blew b. blue

4. We sailed for the ____ day.
   a. hole b. whole

5. Sean ____ a book for a little while.
   a. red b. read

6. We ____ lunch on the boat.
   a. ate b. eight

To Do At Home Draw a picture of a sailboat on the sea. Then write a sentence using the words *sea* and *see*. Show the picture and sentence to someone at home.

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Name

"A Chair for My Mother," pages 248–257

Creative Writing Page

Think about the Readers' Choice story, "A Chair for My Mother." Use what you know about the story to write some sentences about the ideas on the page.

1. If I collected a whole jar of coins, I would

2. If I had to buy a chair, it would be

To Do At Home Think of a title for each story. Read your title and story to someone at home.

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Level 1

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